ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 8/13/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED002089	N.A.	N.A.	

4. AUTHOR(S): Newton, Eunice S.

5. TITLE OF DOCUMENT ABSTRACTED: Planning for the Language Development of Disadvantaged Children and Youth

6. PUBLICATION TITLE: The Journal of Negro Education

7. EDITOR(S):	8. PLACE OF ORIGIN
Daniel, Walter G.	Howard University
9. PUBLISHER OR SOURCE: Howard University Press, Washington 1, D.C.	ORG. Press
	ST. Washington 1, D.C.
	CITY, STATE
	TELE. EXT.
	INST/LOC CODE

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1965	11

MICROFILM COPY AVAILABLE: YES ☒ NO ☐

COPYRIGHT GRANTED: YES ☒ NO ☐

COPYRIGHT RELEASE FILED: YES ☒ NO ☐

TYPE OF REPORT: PROPOSAL ☐ IN-PROGRESS ☒ FINAL ☐ FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Report

16. INDEXING TERMS (8-12)

culturally disadvantaged
language development
oral skills
reading skills
teacher attitudes
teaching technique
peer teaching

17. ABSTRACT (MAX. 250 WORDS)

The verbal environment of the first years of life is crucial in the language development of the individual. There is a close interrelatedness among language arts. Speaking, writing, listening, and reading perform reciprocal functions in the communicative cycle. Therefore, there is a need to reinforce language arts in all grades and in all subjects.

The crux of the disadvantaged youth's problems is his verbal ineptness resulting from little verbal encouragement in the home. Language programs for these children should begin in nursery school and continue systematically throughout the school years. Special emphasis should be placed on reading with experiencing as a basic activity. Many and varied audio-visual materials should be utilized. The teacher should serve as an example and seek to involve the students in the teaching-learning process. Use should be made of programed learning machines and programed materials, textbooks geared to disadvantaged children's experiences, and peer teaching.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare, Office of Education

ERIC Form 1

EDO
Research

THE JOURNAL OF NEGRO EDUCATION

A Quarterly Review of Problems
Incident to the Education of Negroes

VOLUME XXXIV SPRING 1965 NUMBER 2

CONTENTS

EDITORIAL COMMENT: NEGRO EDUCATION AND WELFARE ONE HUNDRED YEARS AFTER APPOMATTOX

TEACHING NEGRO CULTURE IN HIGH SCHOOLS – IS IT WORTHWHILE? *William C. Pickens*

SOME CORRELATES OF REPORTED ACADEMICALLY SUPPORTIVE BEHAVIORS OF NEGRO MOTHERS TOWARD THEIR CHILDREN *Staten W. Webster*

THE UNEMPLOYMENT RATE AND GRADE LEVEL RELATIONSHIP IN CHICAGO AS REVEALED IN THE 1960 CENSUS *Andrew J. Hargrett*

SOME ASPECTS OF SCHOOL INTEGRATION IN A CALIFORNIA HIGH SCHOOL *Nathaniel Hickerson*

THE CHILD-REARING ATTITUDES OF DISADVANTAGED, NEGRO MOTHERS AND SOME EDUCATIONAL IMPLICATIONS *Norma Radin and Constance Kamii*

SOME PERSONAL AND SOCIOLOGICAL VARIABLES ASSOCIATED WITH THE OCCUPATIONAL CHOICES OF NEGRO YOUTH *Phyllis F. Herson*

THE UNION ARMY AS AN EDUCATIONAL INSTITUTION FOR NEGROES, 1862-1865 *John W. Blassingame*

REPRINTED ARTICLES:

THE OVERLOOKED POSITIVES OF DISADVANTAGED GROUPS *Frank Riessman*

PLANNING FOR THE LANGUAGE DEVELOPMENT OF DISADVANTAGED CHILDREN AND YOUTH *Eunice Shaed Newton*

CURRENT LITERATURE: REVIEWS

CURRENT TRENDS IN NEGRO EDUCATION AND SHORTER PAPERS:

Section A: *They Spoke of Their Futures With Hope* (Homer Hamilton)

Section B: *Assistance Desired by Counselors from the State Department of Education* (Lawrence C. Bryant)

Section C: *Impressions of Short Term Counseling Interviews Among 187 Freshmen Students at Gibbs Junior College* (Edward D. Hayes)

Section D: *Arousing Parent Interest in a Program for the Culturally Deprived* (Evelyn Sacadat)

Published for The Bureau of Educational Research, Howard University,
By The Howard University Press, Howard University, Washington 1, D. C.

Office of Education-EDO?
Research and Materials Branch

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED002089

Reprinted from JOURNAL OF NEGRO EDUCATION, 33:210-217 (1964 Yearbook)

PLANNING FOR THE LANGUAGE DEVELOPMENT OF DISADVANTAGED CHILDREN AND YOUTH

EUNICE SHAED NEWTON

Associate Professor of Education, Howard University

Five millennia ago in the schools of Mesopotamian Sumer, the language arts were the pivotal studies. Reconstructed stories from cuneiform tablets attest to the dominant roles of speaking, listening, reading, and writing. The cuneiforms reveal, too, the vigor with which the Sumerian schoolmasters cajoled, threatened, rewarded, and punished their pupils into the mastery of the essential skills of vocal and written communication.

In America, today, with a sense of urgency never before witnessed in any literate society, we also recognize the focal place of the language arts in the educative process. In educational circles as well as in the greater culture, we have virtual consensus that proficiency in both vocal and written language is fundamental to a citizen's social, intellectual, and economic well-being. Functional literacy, it is believed by many, is the *sine qua non* of full, rewarding participation in our excessively verbal society. In this era of great technological development when barely 5 per cent of the tasks needed to sustain our way of life can be done by the unskilled or the illiterate worker, we in public education must find impressive ways to stimulate the mastery of the communicative arts.

Today we are vitally concerned with the question of how to ensure the maximum development of all of the children of all of the people. We are consciously attempting to bring into fruitful participation in our culture the able-bodied and able-minded from all segments of our life. More than at any time in American history, we realize that children and youth who fail to attain the developmental tasks for their well-being are a waste of human potential affecting, ultimately, the general welfare of us all.

Recent studies (3, 4, 5, 18, 21, 24) have indicated that more than any other single factor, verbal ineptness in both vocal and written communication may contribute to disenchantment with education. Since our schools are verbal schools, verbal handicaps can act as a virtual barrier to educational progress. Inexpertness in listening, speaking, reading, and writing can thwart the attainment of even minimal academic goals. Unfortunately, for reasons that will be explored later, disadvantaged children and youth frequently have types of language difficulty which interfere with their academic progress. This is true to such an extent that now in our schools the terms "reluctant," "disadvantaged," and "verbally-destitute" learner are surely analogous terms if not synonymous ones.

Numerous studies, beginning in 1929 and including those of the Lynds, Warner, Allison Davis, Gardner, and Hollingshead, have amassed extensive documentation for generalizations about the learning difficulties encountered in our schools

by children from the lower economic levels of our society. More recent studies have clearly postulated that verbal disadvantage is customarily a specific and significant facet of overall educational disadvantage (2, 6, 7, 9, 12, 29). The generalizations that follow are a synthesis of some of the fundamental theses of these studies and have special relevance to the major purpose of this paper: (a) the basic concerns and the value systems of the home, neighborhood, and community all may influence the child's degree of accepting or rejecting the importance of learning; (b) the foundations of a child's verbal development are laid in the home and are vitally influenced by his initial experiences in love, dependency, and belongingness prior, even, to his early speech experiences; (c) abundance or paucity of intellectually stimulating experiences in the early environment may enhance or circumscribe language development; (d) full or limited opportunities for conceptualizing may enhance or stultify language development; (e) the quality and quantity of language-meanings may depress or stimulate overall learning potential; (f) the standard form of a child's native tongue may be "a foreign language" for the child who has heard non-standard forms throughout his formative years; and (g) planned, systematic, sequential teaching can improve language underdevelopment which has resulted from insufficient experiences and interaction in a non-standard verbal environment.

The foregoing generalizations have provided some significant premises upon which we may develop newer techniques and approaches in planning for effective language development in disadvantaged children and youth. In addition, the guidelines that follow from studies concerning (a) the nature of langauge and the interrelationships of the language arts and (b) the linguistic disabilities of culturally deprived children and youth will be utilized in the projection of the language program.

The Nature of Language and the Interrelationships of the Language Arts

Increasingly in the last two decades, findings from a century of definitive research in structural linguistics (11, 16, 23, 26, 28) have filtered into the language arts studies in our schools. As a result, we have come to realize with greater clarity than before the place of language as the unifying force in human interaction and cooperation. We see now that without language human social organization, as we know it, would be impossible. We have been led to see that language is the highest, most amazing symbolic achievement of the human mentality. In fact, we are temeritous enough, upon occasion, to concur with George Bernard Shaw in that the line that separates man from beast is the language line; that the line that separates social classes is the language line; that the line that separates the intellectually advantaged from the intellectually disadvantaged is the language line.

For those of us who are seeking improved ways of helping disadvantaged children and youth to upgrade their linguistic skills, perhaps the most useful data from structural linguistics are those relating to the interrelationships of the four facets of the communicative cycle —listening, speaking, reading, and writing. Understanding the inextricable involvement of these segments of the vocal-

visual language complex we now realize, is fundamental to the teacher who aspires to efficient language arts instruction. In this regard, then, the premises that follow will prove of value:

A. *Vocal (or oral) language is the kingpin of the communicative arts.*

The emergence of man as *homo sapiens,* we believe, involved his development of a system of conventionalized, arbitrary vocal codes for the transmission of ideas. Conventionalized written codes, however, are of historically recent evolvement —within the last 10,000 years. Listening and speaking are universally the most frequently used modes of communication, and whether dull or bright, rich or poor, skilled or unskilled, the ability to listen and speak well is probably the most important learned behavior demanded of the individual in human society.

B. *Visual (or written) language is a conventionalized, coded representation of vocal language.*

The scratchings, markings, and drawings which man has conventionalized into graphemic codes (alphabets) to represent the coded vocal utterances (phonemes) which he had been making for centuries before, are merely substitute symbols twice removed from their referents. Like all symbols, letters and numbers have no meanings unto themselves and must be decoded or interpreted through familiarity with the concepts for which they stand. Written language may be termed a crystallized form of vocal language. It has, as such, provided mankind with a vehicle for the dissemination and preservation of culture.

C. *There is a universal sequence in developing use of language.*

A child's first bona fide use of language is in listening. Comprehending what is said to him gives the child his earliest language experiences and leads to the first understandings of his world. Later, speaking the language he has heard through simple trial-and-error imitation gives the child a vehicle of expression. At the age of five or six, the child begins to read and makes the great discovery that "talk can be written down." Last of all, the child learns to communicate his ideas by writing the language which he hears and speaks and reads.

D. *Speaking and writing perform the same function in the communicative cycle.*

Speaking and writing are the *expressive language arts.* Although one is vocal and the other written, they both involve encoding, developing, formulating, and transmitting ideas in code. The ability of the individual to express himself in either vocal or visual code, however, is based upon a veritable storehouse of meanings, concepts, understandings, and generalizations. Then, too, the individual must have a storehouse of labels (words) which are conventionally attached in his culture to his concepts, actions and things, and the properties of his concepts, actions, and things. Limited experiences (whether real or vicarious) can of necessity lead to narrowness of concepts; narrowness of concepts ultimately leads to verbal destitution. Words are the tools of thought.

E. *Listening and reading perform the same function in the communicative cycle.*

Listening and reading are the *receptive language arts.* Even though the message may be secured from sound waves (as in the case of listening), or through light waves (as in the case of reading),

both processes involve decoding, interpreting, responding, and receiving ideas and information in code. As is the case in the expressive language arts, the receptive arts are dependent upon experiences. Whether one is "reading with the ears" or "reading with the eyes," valid comprehension can transpire only when a background of language meanings is processed.

F. *The listening, speaking, reading, and writing vocabularies vary markedly.*

Each individual has several overlapping vocabularies, not one. The sequential development of the vocabularies for most children is from listening to speaking, then to reading and writing. The fund of language meanings which a child first secured through the experiences associated with the early listening and speaking skills form the bases for early achievement in reading and writing. Thus, during the primary grades, for most children, the listening and speaking vocabulary exceed the reading and writing vocabularies to a marked degree.

For many indviduals, the listening-meaning vocabulary remains the largest throughout life. Ideally, by the end of the elementary school (and surely by the end of the junior high years), the reading vocabulary should exceed the other three and should be the primary means for feeding new words and language-meanings into the other vocabularies. Research has shown that for all persons of any social or educational background, the writing vocabulary is the smallest throughout life.

G. *The structural arrangements of one's native language (including its phonemes, morphemes, and syntax) are learned unconsciously in infancy and early childhood through auditory perception and vocal imitation.*

The *verbal environment* of the first years of life occupies a crucial place in the language development of the individual. The learning of a second language in later life, or even attempting to learn a different intonation, pattern of pronunciation, or syntax which varies markedly from the original language, poses many problems. The first language is a very intimate, highly individual thing. Changing it after the early childhood years involves changing the whole person, for language is such an integral part of the entire humanness of the individual.

H. *The structure of American English poses formidable problems to the acquisition of its written form.*

American English is a *linguistic hybrid*. Its phonemic and graphemic systems do not have a one-to-one relationship. Its morphology is variant and unstable. Its vocabulary is the largest in the history of mankind. American English is the most viable and malleable of languages. Reasonable mastery of its vagaries requires motivation, time, and guidance.

What do our current understandings about the nature of language and the interrelationships among the language arts, just reviewed, imply about the teaching of language? *First*, recognition of the order of events in the child's developing use of language leads to the conclusion that vocal language must constantly be allied with instruction in the written forms of language. *Second*, since speaking and writing (the expressive language arts) and listening and reading (the receptive language arts) perform reciprocal functions in the communicative cycle, provision for their correlative rein-

forcement should be an integral part of language arts programs. *Third*, the role of language in our society, the deep entrenchment of early language patterns, and the continuous reinforcement of these patterns in out-of-school hours necessitate special emphasis on the language arts in all grades (and subjects).

Linguistic Disabilities of Culturally Disadvantaged Children and Youth

Language, a vital facet of culture, is not equally available to all members of a society. For a long time we have known that a society does not distribute its wealth, institutional services, privileges, or vocations with impartial regard. The materiel, both concrete and abstract, are stretched on a continuum of distribution from the "have-nots" to the "haves." The opportunities for language development are stretched on a continuum, too, and the economic "have-nots" are often the verbal "have-nots" as well.

Language is a means of dealing with reality. It furnishes mankind a medium for cataloguing his external environment and for coping with and thinking about his experiences. Children and youth from "have-not" communities have limited opportunities for broad experiential contacts with the full spectrum of activities of a society. Thus, they have limited opportunities for conceptualizing and for utilizing the labels (words) which are conventionally used in the society for its things and actions.

The image of the child who has comprehensive verbal problems has been developed with increased clarity within the last decade (1, 10, 13, 17, 20, 22, 25, 27). His socio-economic status, personal and social characteristics, as well as his language patterns have been studied. Though the results leave several gaps which definitive research must fill, we can at present secure a fair picture of the poorly languaged child or youth.

A. He is usually a member of a family in which there are less than two full generations of literacy.

B. He is frequently in the second or third generation of an "inherited poverty" family.

C. He was born in and lived during his formative years in the culturally barren regions of the United States (the Southern rural farm or mountains, Appalachia, or the metropolitan ghetto).

D. He is often a member of a submerged but visible cultural minority.

E. During his formative years, his verbal environment was permeated with (a) casual observances of standard English inflections, (b) simple, monosyllabic words, (c) frequently mispronounced words, (d) rare use of "socially acceptable" descriptive or qualifying terms, (e) the simple sentence or sentence fragment, and (f) profuse use of regionalisms, slang, and cant.

F. He frequently performs several years below grade expectancy on verbal tests (and tests requiring reading skills for their operation), but often demonstrates normal learning potential on nonverbal tests.

G. His styles and modes of perceptual habituation do not complement the emphases which are important to traditional academic success.

H. He has marked weakness in utilizing abstract cognitive processes (due to vocabulary difficulties), and favors concrete, stimulus-bound learning situations.

I. His limited horizons in his limited life function as a depressant to his motivation, aspirations, and (thus) his achievement.

J. General disenchantment with any type of book-centered learning is frequently displayed by him and takes the form of aggressive, defensive, or dissociative behavior.

K. He has a better than fifty-fifty-chance of becoming a "drop-out" by the end of the tenth grade and almost certainly will not finish high school.

L. He frequently has contradictory attitudes toward self and others with low self concept and the resultant exaggerated positive and negative attitudes toward others.

M. The socio-cultural standards of his family (and neighborhood) are non-complementary to social stabiltiy and academic achievement—hypermobility, family instability, distorted model relationships, housing inadequacy, economic insufficiency, as well as hyper and hypo stimulation.

The Talent Development Project of the Center for School Experimentation at the Ohio State University, Columbus, under the leadership of Dr. Alexander Frazier (7) has advanced, quite recently, a different view of the poorly languaged child. While agreeing in the main with the above characteristics of the language-handicapped child, Frazier has suggested that an additional consideration be fused with his image. In a recent report he said:

> . . . We have thought of the lack of opportunity to learn more handles [words] as absolute — that is, real impoverishment of verbal stimuli. We have an image of the poorly languaged child as coming to school with very little language of any kind because he had heard very little language and used very little. . . . Of course such children can be found . . . but now we find that the great mass of children we consider poorly languaged actually have quite a lot of language . . . If we let them, they can talk in a blue streak about the things they know how to talk about . . . The lack comes in what they know how to talk about. Their handles [words] are good for many kinds of experiences but not for all those we value (8).

Studies of the general learning disability of children from deprived backgrounds conducted by the Project mentioned above have resulted in a clearer picture of the kinds of underdeveloped language. Three kinds have been identified — each with its own etiology, characteristics, and possible remediation : (a) true verbal destitution, (b) full but non-standard language development, and (c) undeveloped language because of unconceptualized experience.

In the case of *true verbal destitution,* the child may truly have less language than other children, for his opportunities for learning and using language have been very meager. The child who has *full but non-standard language* can be understood by his home and neighborhood companions, but does not speak the "language of the school." From the standpoint of standard English, we feel that he needs further language development. In the last category, the child who has *undeveloped language because he does not have a fund of conceptualized experiences,* is one who cannot verbalize certain meanings which the school values. This type of child has not had enough conscious, conceptualizing experiences to give him a storehouse of language

meanings which would make him "ready" to participate in the verbal tasks of the school.

Perhaps the most feasible explanation of the characteristics of the verbally disadvantaged child or youth was postulated more than fifty years ago by O'Shea. Our current views reflect increased understanding of his implications.

> . . . A man is effective linguistically in those situations, and those only, in which he has often been placed, and in reaction upon which he has been constantly urged, by force of circumstances, to express himself readily and to the point (19).

A Language Arts Program for Disadvantaged Children and Youth

A procedure which has been successfully utilized in planning programs of learning experience is that of identifying first, as clearly as possible, the *why*, the *what for*, the *what*, and the *how* of the program. In this regard, the planning unfolds in the manner that follows: (a) the *philosophy or rationale* of the program upon which the learning experiences are to be predicated is developed or identified; (b) the *goals or objectives* of the program are then abstracted from the philosophy; (c) the *content* which can consummate the objectives is next selected for the program; and (d) those *techniques and methods* by which and through which the content may be acquired by the students are suggested.

In earlier sections of this report, the *why* and *the what for* of a language program for disadvantaged children and youth have been presented. The importance of verbal facility in a highly literate society has been established. In addition, it has been claimed that functional literacy can impel one upward on the ladder of economic and social well-being in our technological society. It has been suggested, too, that one can virtually listen, speak, read, and write oneself into the rewards of our culture. And finally, it has been reported that the overwhelming majority of disadvantaged young people do not possess the linguistic skills for upward mobility.

Within the framework of the philosophy and goals just discussed for a language program, the *what* and the *how* will now be proposed. Stated in the form of principles and followed by brief amplifications, the content and methods of a language program for disadvantaged children and youth follow:

A. *The Language Arts Program for Disadvantaged Children and Youth Should be a Continuum of Linguistic Experiences from Nursery School Through Grade* 14.

From toddlerhood through adolescence the poorly languaged should have an unbroken chain of planned, systematic, sequential language experiences designed to give them functional mastery of both the expressive and receptive language arts. Based upon sound principles of child development and utilizing the best psychological principles of "readiness" and motivation, the continuum of experiences will become increasingly difficult to meet maturing skill.

B. *The Development of Proficiency in* Reading *Should Be the Dominant Concern of the Language Program.*

Reading is the basic learning tool. It is the skill from which almost all academic learning emanates. Reading totally controls all of the other learning skills in our verbal, literate schools. Although the

vocal language arts are utilized predominantly, and must be used to reinforce reading instruction, the crystallized (written) form of the spoken word is the medium for the transmission of culture.

If the school cannot teach an educable child to read, there is really nothing else of importance that it can teach him.

Utilizing, therefore, whatever approaches, whatever methods, and whatever materials which prove effective, the development of skill in reading must play the pivotal role in the curriculum of the disadvantaged pupil from nursery school through junior college.

C. EXPERIENCING *Should Be the Basic Activity of the Language Program.*

Since words (both vocal and visual) are merely coded symbols with which man catalogues his things and his endeavors; and since meaning can only be given to these symbols through experiences, opportunities for meaningful conceptualizing must be provided constantly.

Real as well as vicarious and contrived experiences always should accompany vocal and written language instruction.

D. *The Thinking Processes (Relating, Generalizing, Classifying, Modifying) Should Be an Integral Part of Language Activities.*

As the individual thinks through his experiences, he learns to use words to reflect upon his activities with increasing shades of meaning. *Talking-through* experiences (whether real or vicarious) under teacher guidance is a basic way of increasing the meaning-vocabulary. In this connection, from nursery school through junior college, all language teachers should provide opportunities for comparing, contrasting, differentiating, categorizing, summarizing, classifying, describing, defining, naming, symbolizing, guessing, criticizing, imagining, qualifying, modifying, revising, and testing.

The foregoing language-thinking activities are equally profitable in vocal or written activities.

E. *Many and Varied Audio-visual Materials Should be Utilized in the Language Program to Reinforce Multi-sensory Learning.*

The more ways in which an abstraction is perceived, the greater the chances of the learner understanding it. The more associations which he can attach to a new concept, the greater his chances of retrieving it when the need arises. The referents which stand for abstract and concrete words and terms become more accessible when graphically illustrated, "acted-out," "translated" into the child's idiom, or when the child becomes kinesthetically involved in their perception.

Pictures, films, film-strips, slides, charts, collections, displays, phonograph records, and realia can all contribute to objectifying vocal and written language symbols.

F. *Teachers of the Verbally Handicapped Must Avoid Alienating the Pupil from the Teaching-Learning Experience.*

In childhood and early adolescence, "liking the teacher" usually means "liking school." Culturally deprived children and youth frequently dislike school, for teachers have rejected them in a thousand subtle (and not so subtle) ways. Alienated pupils build a veritable wall around themselves, thereby shutting out desirable contact with the learning environment.

A child's language is such a personal thing. It is, in fact, an extension of

the child. Unsympathetic and thoughtless criticism of a child's language may be interpreted by the child as rejection of himself. The rejected child's only defense, in turn, is to reject all educative acts.

G. The Language Teacher of Disadvantaged Children and Youth Must Function as a Prototype in All Communicative Situations.

Imitation is a strong factor in the improvement of language. A teacher who speaks correctly and in a pleasing voice, who has a rich vocabulary, and who enunciates distinctly, does much to develop good habits of speech in his pupils. Genuine enthusiasm for the written word is contagious, also. A teacher who is "a reader" can infect his pupils. Through imitation and identification, pupils will accept the teacher's standards in communication as their own.

H. Promising Instructional Innovations Should be Experimented With.

We freely acknowledge today that American public schools are organized to serve most efficaciously the middle classes. Thus, the most serious cultural clash in our schools, which frequently blocks profitable learning, is not ethnic but rather social class. This clash is often between the socially imperceptive teacher and the child from the low-income home.

Promising devices and techniques for instructing the poorly languaged child from culturally depressed areas have proved of value in pilot research projects. The ones that follow merit wider adoption and experimentation:

(a) *Auto-instructional, individualized, programed learning machines, and programed materials* — (Chronic underachievers who have deep-seated motivational problems have been found to favor concrete, stimulus-bound cognitive processes which involve motor learning.)

(b) *Textbooks which reflect the pluralism of our culture*—(Disadvantaged children, it has been suggested, find it easier to identify with the characters and the content in books which portray their ethnic group. Such identification, it is hoped, will lead to increased acceptance of book-centered learning experiences.)

(c) *Peer Teaching* — (The disadvantaged child has been found to respond more readily, upon occasion, to his peers than to the teacher. Having been "put-on-his-own" quite early in life, his peers frequently exert more control over him than adults whom he has learned to distrust.)

(d) *Provision for learning standard English as a second language.* — (Recent research has demonstrated the superiority of learning a second language by speaking and listening to it rather than by reading and writing it. Every opportunity should be provided for the poorly languaged child to listen to and speak standard English. In the language laboratory, techniques whch have been customarily used for learning a foreign language may be adapted for learning standard English as a second language.)

A Final Word

Jenkin Lloyd Jones recently expressed grave concern with what he calls an

American tragedy — the lack of deep and abiding interest in the great literary works and the inability of many Americans to read well enough to mine the great ideas of the ages. In this regard he wrote:

> . . . Man has tried every possible stupidity and left a written record of his findings. It is the unread who are most likely to repeat the old follies and run past the danger signs (14).

And Francis Keppel, reflecting upon the relationship of poverty and illiteracy observed:

> . . . At every turn in our technological age, the statisticians show us that unemployment grows wherever educational levels are low, that incomes rise wherever educational achievement is high, that poverty and lack of education are always linked (15).

The implications are clear. Literacy is the enemy of irrationality, imperception, and insentience. In our society, the literate man is most likely to be the emancipated, self-directing, self-sufficient man.

Somehow the best efforts of all of us must be marshalled in planning imaginatively and executing boldly those programs which can develop the linguistic potential of disadvantaged children and youth. The industrial and economic future of our Nation depends upon it.

BIBLIOGRAPHY

1. James Baldwin, "A Talk to Teachers," *Saturday Review*. December 21, 1963.
2. Stella S. Center, "The Hazards of Semi-literacy," *Perspectives on English*. New York: Appleton-Century-Crofts, 1960.
3. Edward T. Chase, "Learning to be Unemployable," *Harper's*. April, 1963.
4. James B. Conant, *Slums and Suburbs*. New York: McGraw-Hill Book Company, 1961.
5. Allison Davis, "Society, the School, and the Culturally Deprived Student," *Improving English Skills of Culturally Different Youth*. Washington: U. S. Department of Health, Education, and Welfare, Bulletin #5, 1964. pp. 10-21.
6. Martin Deutsch, "The Disadvantaged Child and the Learning Process," *Education in Depressed Areas*. New York: Bureau of Publications, Teachers College, Columbia University, 1963.
7. Alexander Frazier, "A Research Proposal to Develop the Language Skills of Children With Poor Backgrounds," *Improving English Skills of Culturally Different Youth*. Washington: U. S. Department of Health, Education and Welfare, Bulletin #5, 1964, pp. 69-79.
8. ———"Helping Poorly Languaged Children," *Elementary English*. 41:-149, February, 1964.
9. Ruth Golden, *Improving Patterns of Language Usage*. Detroit: Wayne State University Press, 1960.
10. Edward W. Gorden, "Relevance of Behavior Theory to Directed Learning in Cultural and Socially Disadvantaged Children." *Paper* presented at 40th Annual Meeting, American Orthopsychiatric Association, March, 1963.
11. Robert A. Hall, *Linguistics and Your Language*. Garden City, New York: Doubleday Company, 1960.
12. Raymond M. Hilliard, "Functional Illiteracy in Chicago," *Learning Together*. Chicago: Integrated Education Association, 1964, pp. 101-102.
13. Robert M. Isenberg, "The Rural Disadvantaged." *National Education Association Journal*, April, 1963.
14. Jenkin Lloyd Jones, "America's Great Tragedy." *The Washington Evening Star*, November 18, 1963.

15. Francis Keppel, "Command Posts in the New 'War.'" *The Washington Post,* March 22, 1964, p. E1.

16. Albert H. Marckwardt, *American English,* New York: Oxford University Press, 1958.

17. Eunice Shaed Newton, "The Culturally Deprived Child in Our Verbal Schools." *The Journal of Negro Education,* 31:184-187, Spring, 1962.

18. ———"Verbal Destitution: The Pivotal Barrier to Learning." *The Journal of Negro Education,* 29:497-499, Fall, 1960.

19. M. V. O'Shea, *Linguistic Development and Education.* New York: The Macmillan Company, 1907, p. 234-235.

20. Frank Riessman, *The Culturally Deprived Child.* New York: Harper, 1962.

21. Mellitta Schmideberg, "Reading Retardation and Delinquency," *Tomorrow's Illiterates.* Boston: Little, Brown and Company, 1961, pp. 133-138.

22. Patricia C. Sexton, *Education and Income: Inequalities of Opportunity in Our Public Schools.* New York: Viking Press, 1961.

23. Edgar H. Sturtevant, *An Introduction to Linguistic Science,* New Haven: Yale University Press, 1960.

24. United States Department of Health, Education, and Welfare, *Improving English Skills of Culturally Different Youth.* Washington: U. S. Government Printing Office Bulletin #OE-30012, 1964.

25. Charles C. Walcutt (ed.), *Tomorrow's Illiterates.* Boston: Little, Brown and Company, 1961.

26. Harry R. Warfel, *Language, A Science of Human Behavior.* Cleveland: Howard Allen, Inc., 1962.

27. Goodwin Watson (ed.), *No Room at the Bottom: Automation and the Reluctant Learner.* Washington: National Education Association, 1963.

28. Benjamin Lee Whorf, "Linguistics as an Exact Science," *Essays on Language and Usage,* New York: Oxford University Press, 1959, pp. 178-190.

29. Alan B. Wilson, "Social Stratification and Academic Achievement," *Education in Depressed Areas.* New York: Bureau of Publications, Teachers College, Columbia University, 1963.